



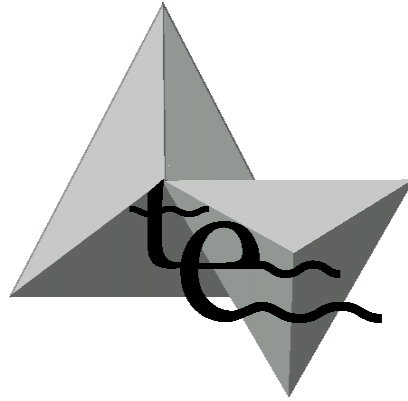
# Student Teaching

## Handbook

Fall Semester 2011

Department of Education  
Capital University  
Columbus, Ohio  
(614) 236-6301

Name \_\_\_\_\_



## Capital University's Teacher Education Logo

### What does it represent?

The logo represents the unit mission which is to prepare **competent**, **caring** and **committed** professionals to **teach**, **lead** and **serve** diverse communities of learners. The qualities of competence, caring and commitment are represented by the three faces of one triangular element of the logo. The actions of teaching, leading and serving are embedded in the three faces of the other triangular element.

Multidimensional aspects of the reflected triangles suggest diverse communities of learners. Change in the teaching profession is illustrated by the flowing river-like aspect of the letters "t" and "e" that represent continual change in teacher education.

The logo is dynamic and, like the unit mission and conceptual framework, it has emerged and deepened over time in collaboration with teacher education faculty, P -12 practitioners, the Teacher Education Advisory Committee, candidates, and alumni.

## FORWARD

We'd like to begin this semester at Capital University by thanking you for your willingness to serve as a cooperating teacher for one of our student teachers. Student teaching provides our candidates with the opportunity to become directly immersed in the numerous roles and responsibilities of the classroom and throughout the school. Our student teachers are still a "work in progress." The purpose of student teaching is to provide a supported learning experience. While student teachers have already had various clinical and field-based experiences, student teaching provides the capstone to the student's teacher education program.

When a student teacher walks into the classroom, the cooperating teacher becomes the model for teaching and professionalism. The role of the cooperating teacher is essential to growth and development. Research suggests that the cooperating teacher has more influence on a future teacher than anyone else in the student teacher's professional preparation. The cooperating teacher has the responsibility to effectively model a variety of teaching methods and classroom management strategies, as well as demonstrate positive attitudes toward the teaching profession and the students in the classroom.

As the cooperating teacher, you are encouraged to allow the student teacher to take risks. The student teaching experience is the only time in a teacher's career when someone will be there to provide ongoing support and assistance. It is the responsibility of the cooperating teacher to meet regularly with the student teacher to provide constructive feedback and allow the student teacher to reflect on classroom experiences. Your feedback and suggestions are essential to foster growth and professional development.

We look forward to a rewarding semester for everyone. Please call should you have any questions or concerns. Your leadership in teacher education is deeply appreciated.

Sincerely,

Helen S. Bluth  
Director of Field Services  
Education Department  
Capital University  
614-236-6266  
hbluth@capital.edu

## Calendar for Student Teaching

### Beginning of Courses on Campus

All Programs

August 29, 2011

### Student Teaching Dates

Early Childhood Education

September 12-December 14, 2011

Middle Childhood Education  
(Placement in two content areas)

September 12-October 28, 2011  
October 31-December 14, 2011

Adolescent to Young Adult Education

September 12-December 14, 2011

Multi-Aged Education  
(Placement in two grade bands)

September 12-October 28, 2011  
October 31-December 14, 2011

Internship

Beginning through End of School  
District Calendar

### \*Attendance is required at all seminars:

		<b>Campus Center Location</b>	
<b>Seminar 1</b>	September 27, 2011	3:00 – 5:00	<b>Schneider Lounge</b>
<b>Seminar 2</b>	October 12, 2011	3:00 – 5:00	<b>Schneider Lounge</b>
<b>Seminar 3</b>	October 27, 2011	1:00 – 3:00	<b>Schneider Lounge</b>
<b>Seminar 4</b>	November 15, 2011	3:00 – 5:00	<b>Schneider Lounge</b>
<b>Seminar 5</b>	December 15, 2011	9:30 – 11:00	<b>Schneider Lounge</b>

## Cooperating Teacher Orientation

The University Supervisor will conduct an orientation prior to or during week one of student teaching to familiarize the cooperating teacher with Capital University policies and procedures. The checklist below serves as an informal agenda for topics that need to be covered.

- \_\_\_\_\_ 1. Introductions and Thank You!
- \_\_\_\_\_ 2. Review the Overview of the Capital University Teacher Education Program
- \_\_\_\_\_ 3. Review Ohio Standards for the Teaching Profession
- \_\_\_\_\_ 4. Review the Role of the Cooperating Teacher
- \_\_\_\_\_ 5. Review the Role of the Supervisor
- \_\_\_\_\_ 6. Review the Role of the Student Teacher
- \_\_\_\_\_ 7. Discuss Policies for Student Teaching
- \_\_\_\_\_ 8. Discuss communication and complete Student Teaching Information Sheets
- \_\_\_\_\_ 9. Discuss planning and lesson plans
  - The Planning Process
  - Courses of Study, Curriculum Guides, Media Catalogs
  - Due Dates for Lesson Plans
  - Selection of Lesson Plan Format (Appendices)
  - A Unit of Study
- \_\_\_\_\_ 10. Grading and Maintaining Grades
- \_\_\_\_\_ 11. Classroom Management / Discipline Procedures and Expectations
  - Classroom Policies
  - Building and District Policies
  - Expected arrival and departure times**
- \_\_\_\_\_ 12. Other Issues
  - Getting to know the staff
  - Teacher Handbook/District Policy Book
  - Duties / Responsibilities
  - Dress
  - Illness / Punctuality
  - Attendance at P.T.A. / P.T.O. Meetings
  - Involvement in parent teacher conferences
  - Student teacher creativity
  - No surprises: media/handouts/projects/notes home
  - No substitute teaching
  - Information regarding students (emotional, physical, health, learning problems)
  - Liability insurance
  - Parking
- \_\_\_\_\_ 13. Visitation Form
- \_\_\_\_\_ 14. Three-Way Conference Forms – See indicator instructions page 14
- \_\_\_\_\_ 15. Final Evaluation Forms
- \_\_\_\_\_ 16. On-Campus Student Teaching Seminars
- \_\_\_\_\_ 17. Other Items for Discussion

**NOTE: Final Student Teaching grades are assigned by Capital University supervisors.**

### **Capital University Teacher Education Program**

Capital University is committed to providing quality experiences for our student teachers to prepare them to be successful professional educators. Teacher education candidates must be competent in subject-matter and pedagogical knowledge and theory. They must integrate and use their theoretical knowledge and pedagogical skills in caring ways to facilitate the learning of all students. They must demonstrate commitment to reflecting on and analyzing their work in advancing student learning. The Teacher Education Program's **mission** is to **prepare competent, caring, committed professionals to teach, lead, and serve diverse communities of learners.**

#### **Teacher Education Program Goals**

The following **goals** for candidates, assessed through a series of portfolio documentation, provide the foundation for the commitment and work of the unit:

- Demonstrate thorough knowledge and understanding of the subject(s) to be taught
- Engage in critical inquiry to impact professional practice
- Demonstrate an understanding of the teaching-learning relationship
- Demonstrate effective and culturally responsive practices to support the achievement of all students
- Utilize a variety of tools to clearly and effectively communicate
- Demonstrate effective use of technology in professional practice
- Demonstrate professional involvement
- Apply ethics and values in professional decision-making
- Understand and use varied assessments to inform instruction, evaluate and ensure student learning

## Overview of Student Teaching Requirements

### Requirements

Student teaching is a full-day, everyday experience. Student teachers are required to have at least a 2.500 grade point average in all course work to be admitted into the Teacher Education Program and at least a 2.500 grade point average in education courses and overall to be admitted into the Professional Semester of Student Teaching. Each student teacher has had extensive field-based experiences in both the sophomore and junior education courses. While student teaching is not the student's first encounter with the realities of classroom and school life, each student will most likely be at a different stage of readiness for student teaching. We ask that you take your student teacher from where he/she is and assist him/her in becoming the best he/she can become by the end of the experience. Being a student of teaching is a responsibility and challenge.

### Planning the Student Teaching Experience

It is suggested that the student teacher begin gradually and add responsibilities daily. Assisting him/her in becoming acquainted with school and school district personnel and policies will be helpful. Arranging for the student teacher to meet other teachers, administrators, guidance counselors, secretaries, custodians, and other personnel will be helpful as will your sharing of teacher and student handbooks, courses of study, curriculum guides, textbook manuals, media catalogs, and other resources. Student teachers appreciate a designated work area for themselves.

You are encouraged to have high expectations for your student teacher and to continuously assist him/her in reaching those expectations. Clearly stating responsibilities and the extent of the student teacher's authority is beneficial as is frequent feedback regarding strengths and areas needing improvement. You are encouraged to review lesson plans before the student teacher teaches lessons, provide regular written evaluations of your student teacher, and conference with him/her about the evaluations.

### Schedule of Responsibilities

Students should move into student teaching responsibilities gradually, eventually being responsible for all aspects of the role of the teacher, instructionally and non-instructionally. **Approximately** four full weeks of complete responsibility are expected. It is, however, fine for students to "solo" for more than four weeks. For students with split placements, "soloing" should take place in each placement following a gradual phase-in. Each classroom is different, and each teacher has different responsibilities, so there is room for flexibility in "solo" experiences based on the placement. As the experience nears conclusion, a team-teaching arrangement can ease the transition.

There is no one plan for moving the student teacher into total teaching responsibilities. It is suggested that early in the experience the cooperating teacher and student teacher plan the schedule for the entire student teaching

experience, blocking out units of instruction and tentative lessons within each unit. The university supervisor would then need to have a copy of this tentative schedule. **Ongoing communication among the student teacher, cooperating teacher, and university supervisor will be a key element to a successful experience.**

## **Policies for Student Teaching**

### **Placements**

All student teaching placements are made by the Office of Field Services through the local districts. Students may not contact a district to initiate a placement.

### **Cooperating Teacher Qualifications**

The cooperating teacher must be fully certified or licensed, have at least three years teaching experience, and be available to work with a student teacher for the duration of the experience. Pathwise, Ohio First or other mentor training is preferable.

### **Placements and Due Process/Grievance Policy**

If Capital University or the school or district deems a student teaching placement inappropriate, the Director of Field Services may reassign the student. Students who desire to withdraw or are removed from the student teaching semester will be considered on an individual basis. When it appears that a condition exists that may hinder a student teacher's ability to complete student teaching successfully, the following procedures will be implemented:

- The student teacher, cooperating teacher, and university supervisor will meet to identify the problem and determine a plan of action.
- Since student teaching is a learning experience, every attempt will be made to develop a written plan that will encourage the student teacher to improve and complete student teaching.
- If the situation cannot be solved, the Director of Field Services and the Education Department chair will work cooperatively with the student teacher, the cooperating teacher, and the university supervisor to reach a decision concerning the situation.
- If the situation cannot be resolved, the student teacher, the cooperating teacher, and the university supervisor should provide written documentation of their perspectives on the situation to the Education Department chair and the Director of Field Services.
- The documentation should include evidence of the problem and attempts to solve it.
- If the decision of the Education Department Chair and the Director of Field Services is to remove the student from student teaching, a written set of conditions for reapplying to student teaching will be developed immediately following the student's removal from student teaching.

### **A Full-Time Job**

Student teachers are expected to regard their assignment as a full-time responsibility. Employment and other outside activities should be limited so that the student is not too tired and has ample time for conferences with the cooperating teacher, thorough daily preparation, and participation in the whole program of the school. Students should not request to leave early or to be absent from the student teaching placement for a class, college activity or



employment.

### Substitute Teaching

Some school districts may wish to use student teachers as substitutes when a regular teacher is absent. **The university takes the position that none of its student teachers can be assigned as a substitute, with or without compensation.** The essential purpose of the student teaching program is to provide learning experiences for the pre-service teacher under the guidance of a certified or licensed and experienced teacher. The use of student teachers as substitutes is inconsistent with this purpose and is of questionable legality.

### The Role of the Cooperating Teacher

- \_\_\_\_\_ 1. Work with the Capital University supervisor in planning the student teaching experience.
- \_\_\_\_\_ 2. Participate in the Cooperating Teacher Orientation. (See page 5)
- \_\_\_\_\_ 3. Introduce the student teacher to co-teachers, administrators, and other staff.
- \_\_\_\_\_ 4. Provide the student teachers with a place for personal materials and a desk, if possible.
- \_\_\_\_\_ 5. Take the student teacher on a tour of the school.
- \_\_\_\_\_ 6. Invite the student teacher to participate in faculty meetings when appropriate.
- \_\_\_\_\_ 7. Explain the school rules, routines, and policies.
- \_\_\_\_\_ 8. Provide the course of study/curriculum guide for each subject.
- \_\_\_\_\_ 9. Provide the opportunity for the student teacher to observe various teaching methods.
- \_\_\_\_\_ 10. Share with the student teacher information about the interests and abilities of the students.
- \_\_\_\_\_ 11. Involve the student teacher in planning and directing the learning activities for the students.
- \_\_\_\_\_ 12. Give the student teacher detailed information as to how report cards, attendance forms, and permanent records are prepared, used, and kept.
- \_\_\_\_\_ 13. Demonstrate operation of the different technological equipment and office machines.
- \_\_\_\_\_ 14. Share reference books, professional magazines, and other materials with the student teacher.
- \_\_\_\_\_ 15. Allow maximum freedom for the student teacher as she/he assumes more teaching responsibility.
- \_\_\_\_\_ 16. Help the student teacher to complete a unit plan assignment.
- \_\_\_\_\_ 17. Counsel the student teacher about proper grooming and decorum in the classroom.
- \_\_\_\_\_ 18. Review lesson plans and guide the student teacher in modifications if necessary.
- \_\_\_\_\_ 19. Arrange for the student teacher to observe other classrooms in the building.
- \_\_\_\_\_ 20. Discuss grading procedures and grade book organization.

- \_\_\_\_\_ 21. Do formal observations on a regular basis. Conference with the student teacher following each lesson to discuss strengths and weaknesses and to provide formative feedback regarding teaching/management performance.
- \_\_\_\_\_ 22. Complete midterm and final evaluation forms with ratings and comments.
- \_\_\_\_\_ 23. Involve the student teacher in co-curricular activities when appropriate.
- \_\_\_\_\_ 24. Involve the student teacher in interactions with parents when appropriate.

*Adapted from Castillo, J.B. (1971). The Role Expectations of Cooperating Teachers as Viewed by Student Teachers, College Supervisors, and Cooperating Teachers. (Doctoral Dissertation, The University of Rochester) Developed 2/2002, Revised 8/2005*

### Student Teaching Absentee Form

(Duplicate as Needed)

Days absent from student teaching must be made up. Should the school hold parent teacher conferences or professional development meetings in lieu of school, you are expected to be present those days. An incomplete will be issued for student teaching until your days of responsibility are completed. If a day of school is canceled by the school district for inclement weather, that day does not need to be made up.

If you must be absent from student teaching for any reason, the cooperating teacher, school office, and university supervisor must be called in advance. This form must be completed by the student teacher, signed by the appropriate personnel, and submitted to the Director of Field Services within two days following an absence. For absences due to medical reasons, a written excuse from authorized medical personnel must be attached to this form.

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Student Teacher's Name \_\_\_\_\_

School Building \_\_\_\_\_

School District \_\_\_\_\_

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The student teacher was absent from student teaching

From \_\_\_\_\_ to \_\_\_\_\_.  
(Date) (Date)

Reason for absence(s):

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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Dates student teacher has scheduled to make up absences:

\_\_\_\_\_ (Day of Week/Date) \_\_\_\_\_ (Day of Week/Date)

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Signatures:

\_\_\_\_\_  
Signature of Cooperating Teacher / Date

\_\_\_\_\_  
Signature of Building Principal / Date

\_\_\_\_\_  
Signature of Student Teacher / Date

\_\_\_\_\_  
Signature of University Supervisor / Date

## Classroom Visitation

The university supervisor completes a visitation form on paper after each classroom visit and copies will be available to student teachers and the field director. These reports serve as documentation of the student teacher's progress through the student teaching experience and are also required as portfolio evidence. These reports also serve as the basis for three-way conferences and final grade assignments by the university supervisor. **It is expected that each supervisor communicate with the cooperating teacher regarding the student teacher's progress.**

## Three-Way Conferences

The student teacher, cooperating teacher, and university supervisor will use a Three-Way Conference Form as a discussion guide for the student teacher's assessment at both the mid-term and final three-way conferences. (Student teachers with split placements will have an orientation and final three-way conference in each placement.)

During the three-way conferences, discussion will take place about the ratings in each Standard, identifying the student teacher's areas of strength and areas for improvement. A plan will be discussed to build on those strengths and improve areas indicated.

The **university supervisor** is responsible for assigning the final student teaching grade based on information collected during classroom visits and three-way conferences.

**Classroom visitation, mid-term and final evaluation forms are all based on the rubric which begins on page 14.**

## Agenda

### Mid-Term Three-Way Conference

- Purpose of the Mid-Term Three-Way Conference
- Discussion Points for the Student Teacher (Choose those that are most appropriate.)

What have been your responsibilities in the classroom during this first half of your experience?

How have you become familiar with your students' backgrounds, abilities, etc.?

Describe how you have established rapport with your students.

How have you established your role with other school staff members?

Review your planning - lesson plans, materials used, effective use of time etc.

What bulletin boards, displays, or centers have you established?

What initiative have you taken relative to strategies, methods, and activities you have used to teach

How have you provided challenging experiences for your students?

What has been your worst lesson, best lesson, most creative lesson to date?

Evaluate your classroom management progress to this point.

What have been your strengths in teaching so far?

What areas do you feel you need to work on in the coming weeks?

- Perceptions of the Cooperating Teacher Regarding the above Discussion Points
- Review of the Three-Way Conference Forms  
(To be completed by the student teacher, cooperating teacher, and university supervisor *prior* to this conference)
- Other Items for Discussion

### **For the Student Teacher:**

What is it we can do to assist you in becoming the best you can become in this experience?

## Agenda

### Final Three-Way Conference

- Purpose of the Final Three-Way Conference
- Discussion Points for the Student Teacher (Choose those that are most appropriate.)
  - How have you developed/changed as a teacher during this student teaching experience?
  - How did you promote student learning?
  - How did you challenge students?
  - How did you make connections between previous learning and current and future content?
  - Discuss assessment procedures that you used in terms of documenting student learning.
  - What was the highlight of your experience?
  - If there were one thing you could have changed about the experience, what would it have been?
  - In what area(s) do you still need to learn and grow as a teacher?
- Perceptions of the Cooperating Teacher regarding the above Discussion Points
- Review of the Three-Way Conference Form

**(To be completed by the student teacher, cooperating teacher, and university supervisor *prior* to this conference)**

- Other Items for Discussion
- Plan for continued growth and improvement through the entry year of teaching.

### **REQUIRED ASSESSMENTS**

#### *Cooperating Teacher:*

- Submit e-mail address to University Supervisor and student teacher
- Complete Demographic Form (Cooperating Teacher Details)
- Complete Disposition Inventory evaluation for the student teacher
- Complete Student Teacher Formal Evaluation for midterm and final 3-way conferences with the university supervisor and the student teacher
- Complete the Supervisory Services evaluation of the university supervisor
- Complete Supplemental Evaluations for your student teacher if he/she is in the following content/licensure areas: Math, Science, Social Studies, Intervention, Middle Childhood

The required assessments will be completed through TaskStream. You will only have access to the assessments that you are required to complete.

#### *University Supervisor:*

- Complete regular Classroom Visitation Forms and provide to the student teacher and Field Director (paper forms)
  - Complete Disposition Inventory for each student teacher you supervise
  - Complete Student Teacher Formal Evaluation for midterm and final 3-way conferences
- Links to this form will be sent via e-mail at the beginning of the field placement.
- Assign student teaching grade and provide to Field Director

### The Indicator Levels

In the Ohio Standards for the Teaching Profession, the indicators are written to show performance at three levels. These levels are based on research on the growth of educators **throughout the span of their careers**. Each indicator describes the building blocks of knowledge and skills that allow educators to advance in their expertise over the course of their careers (ODE Standards for Ohio Educators, p. 8).

Please keep this in mind as you evaluate your pre-service student teacher.

### *Student Teaching Evaluation Rubric*

Standard 1: Students	Area for Growth	Proficient	Accomplished
1.1 Teachers display knowledge of how students learn and of the developmental characteristics of age groups.	<p>a) Teachers demonstrate a limited understanding of research on human development, learning theory and the brain.</p> <p>b) Teachers demonstrate a limited understanding that student development (Physical, social, emotional and cognitive) influences learning.</p>	<p>c) Teachers demonstrate an understanding of research on human development, learning theory and the brain.</p> <p>d) Teachers demonstrate understanding that student development (physical, social, emotional and cognitive) influences learning and plan instruction accordingly.</p>	e) Teachers analyze individual and group student development in order to design instruction that meets learner needs at an appropriate level of development.
1.2 Teachers understand what students know and are able to do and use this knowledge to meet the needs of all students.	a) Teachers demonstrate little if any knowledge regarding students' abilities, prior knowledge and learning styles.	b) Teachers gather information about students' prior learning, abilities and learning styles to plan and deliver appropriate instruction.	<p>c) Teachers present concepts and principles at different levels of complexity to reflect varied levels of student development.</p> <p>d) Teachers prepare work tasks, schedule time for tasks and differentiate instruction as needed to accommodate student learning differences.</p>
1.3 Teachers expect that all students will achieve to their full potential.	a) Teachers fail to communicate high expectations for all students, and the idea that all students are capable of learning.	<p>b) Teachers establish and clearly communicate high expectations for all students through such actions as focusing on students' positive traits and conveying a belief in their abilities.</p> <p>c) Teachers model a belief that all students can learn and persist in efforts to help all students achieve.</p>	<p>d) Teachers set specific and challenging expectations for each individual student and each learning activity.</p> <p>e) Teachers develop a sense of their ability to influence student progress and persist in seeking approaches for students who have difficulty learning.</p>

	Area for Growth	Proficient	Accomplished
1.4 Teachers model respect for students' diverse cultures, language skills and experiences.	<p>a) Teachers demonstrate little knowledge of the students as individuals.</p> <p>b) Teachers fail to establish clear rules to respect the individual differences among students.</p> <p>c) Teachers fail to establish relationships by developing rapport with the students.</p> <p>d) Teachers fail to respect the native language and dialects of their students.</p>	<p>e) Teachers display knowledge of the interests or cultural heritage of groups of students and recognize the value of this knowledge (Danielson, 1996).</p> <p>f) Teachers set clear rules to respect individuals and individual differences and avoid the use of bias, stereotypes and generalizations in their classrooms.</p> <p>g) Teachers build relationships with students by establishing and maintaining rapport and valuing each student as an individual.</p> <p>h) Teachers respect and value the native languages and dialects of their students and use students' current language skills to achieve content-area learning goals.</p>	<p>i) Teachers analyze their own cultural perspectives and biases and develop strategies to diminish the impact of those biases.</p> <p>j) Teachers implement instructional strategies that support the learning of English as a second language and the use of standard English in speaking and writing in the classroom.</p> <p>k) Teachers foster a learning community in which individual differences and perspectives are respected.</p>
1.5 Teachers recognize characteristics of gifted students, students with disabilities and at-risk students in order to assist in appropriate identification, instruction and intervention.	<p>a) Teachers fail to demonstrate knowledge of their students as gifted, disabled, or at-risk.</p> <p>b) Teachers demonstrated limited knowledge of the law and policies pertaining to gifted education, students with disabilities, and at-risk students.</p> <p>c) Teachers fail to obtain support from appropriate professionals to enhance student learning.</p>	<p>d) Teachers demonstrate knowledge of their students as gifted students, students with disabilities and at-risk students based on established practices.</p> <p>e) Teachers follow laws and policies regarding gifted students, students with disabilities and at-risk students and implement Individual Education Plans (IEPs) and Written Education Plans (WEPs).</p> <p>f) Teachers demonstrate knowledge of the process to refer students for screening and assessment when appropriate.</p> <p>g) Teachers seek and use support from specialists and other sources of expertise to enhance student learning.</p>	<p>h) Teachers collaboratively develop and implement learning plans for gifted students, students with disabilities and at-risk students.</p> <p>i) Teachers adapt the pace and depth of curriculum and instruction to meet the needs of those students whose performance is advanced or below level.</p>

Standard 2: Content	Area for Growth	Proficient	Accomplished
<p>2. 2 2.1 Teachers know the content they teach and use their knowledge of content-specific concepts, assumptions and skills to plan instruction.</p>	<p>a) Teachers demonstrate little if any understanding of the research, principles and theories pertaining to the content they teach.</p> <p>b) Teachers demonstrate limited use of their knowledge of the content in planning and instruction.</p> <p>c) Teachers demonstrate little if any understanding of the developmental sequence of learning in their content area.</p>	<p>d) Teachers identify the relevant research, principles, theories and debates significant to the content they teach.</p> <p>e) Teachers use their knowledge and understanding of content-area concepts, assumptions and skills in their planning and instruction.</p> <p>f) Teachers identify the developmental sequence of learning in their content area, in effort to link current instruction with students' prior knowledge and future learning.</p>	<p>g) Teachers integrate different viewpoints, theories and processes of inquiry to guide their thinking and instructional planning.</p> <p>h) Teachers seek out opportunities to enhance and extend their content knowledge.</p> <p>i) Teachers plan and sequence instruction in ways that reflect an understanding of the prerequisite relationships among topics and concepts.</p>
<p>2.2 Teachers understand and use content-specific instructional strategies to effectively teach the central concepts and skills of the discipline.</p>	<p>a) Teachers demonstrate limited understanding of how students' conceptual frameworks and misconceptions can influence learning.</p>	<p>b) Teachers demonstrate understanding of how students' conceptual frameworks and common misconceptions can influence learning.</p>	<p>c) Teachers engage students in generating knowledge and testing hypotheses according to the methods of inquiry used in the content area.</p> <p>d) Teachers anticipate and adjust learning experiences to address common misconceptions of the discipline that impede learning.</p> <p>e) Teachers incorporate content- specific learning strategies to enable students to analyze, build and adapt new understandings.</p>
<p>2.3 Teachers understand school and district curriculum priorities and the Ohio academic content standards.</p>	<p>a) Teachers are not able to fully articulate the content, concepts and standards in the Ohio content standards.</p>	<p>a) Teachers articulate the important content, concepts and processes in school and district curriculum priorities and in the Ohio academic content standards.</p>	<p>b) Teachers extend and enrich curriculum by integrating school and district curriculum priorities with Ohio's academic content standards and national content standards.</p>
<p>2.4 Teachers understand the relationship of knowledge within the content area to other content areas.</p>	<p>a) Teachers make limited, if any, content connections between disciplines.</p>	<p>b) Teachers make relevant content connections between disciplines.</p>	<p>c) Teachers prepare opportunities for students to apply learning from different content areas to solve problems.</p> <p>d) Teachers collaboratively construct interdisciplinary learning strategies that make connections between content areas.</p>



	Area for Growth	Proficient	Accomplished
2.5 Teachers connect content to relevant life experiences and career opportunities.	a) Teachers fail to make connections to real-life situations.	b) Teachers facilitate learning experiences that connect to real-life situations and careers.	c) Teachers use a variety of resources to enable students to experience, connect and practice real-life and career applications, through activities such as service learning.

Standard 3: Assessment	Area for Growth	Proficient	Accomplished
3.1 Teachers are knowledgeable about assessment types, their purposes and the data they generate.	<p>a) Teachers fail to demonstrate an understanding of the connection between assessment and supporting student learning.</p> <p>b) Teachers demonstrate limited understanding of the characteristics, limitations and uses of various types of diagnostic, formative and summative assessments,</p>	<p>c) Teachers demonstrate an understanding that assessment is a means of evaluating and supporting student learning.</p> <p>d) Teachers demonstrate an understanding of the characteristics, uses and limitations (advantages and disadvantages) of various types of diagnostic, formative and summative assessments.</p>	<p>e) Teachers demonstrate an understanding of why and when to select and integrate varied assessment types into the instructional cycle.</p> <p>f) Teachers demonstrate an understanding of assessment-related issues, such as validity, reliability, bias and scoring, by using assessments and the information from them.</p>
3.2 Teachers select, develop and use a variety of diagnostic, formative and summative assessments.	<p>a) Teachers demonstrate limited alignment between assessments and curriculum and instruction.</p> <p>b) Teachers utilize a limited variety of formal and informal assessment techniques to collect evidence of students' knowledge and skills.</p>	<p>c) Teachers align classroom assessments with curriculum and instruction (Cotton, 1999).</p> <p>d) Teachers use a variety of formal and informal assessment techniques to collect evidence of students' knowledge and skills.</p>	<p>e) Teachers purposely plan assessments and differentiate assessment choices to match the full range of student needs, abilities and learning styles.</p> <p>f) Teachers use assessments to identify student strengths, promote student growth and maximize access to learning opportunities.</p>
3.3 Teachers analyze data to monitor student progress and learning and to plan, differentiate and modify instruction.	<p>a) Teachers demonstrate limited use of assessment data to identify students' strengths and needs, and modify instruction.</p> <p>b) Teachers demonstrate limited monitoring of student progress toward achievement of district curriculum priorities and Ohio academic content standards.</p> <p>c) Teachers maintain limited, if any, accurate and complete assessment records as needed for data-based decision making.</p>	<p>d) Teachers utilize assessment data to identify students' strengths and needs, and modify instruction.</p> <p>e) Teachers monitor student progress toward achievement of school and district curriculum priorities and the Ohio academic content standards.</p> <p>f) Teachers maintain accurate and complete assessment records as needed for data-based decision making.</p>	<p>g) Teachers read and interpret data and use this analysis to differentiate learning for and tailor instructional goals to individual students.</p> <p>h) Teachers examine classroom assessment results to reveal trends and patterns in individual and group progress and to anticipate potential learning obstacles.</p> <p>i) Teachers use student assessment results to reflect on their own teaching and to monitor teaching strategies and behaviors in relation to student success.</p>



	Area for Growth	Proficient	Accomplished
4.3 Teachers communicate clear learning goals and explicitly link learning activities with school and district priorities, Ohio's academic content standards, as gifted, students with disabilities and at-risk students.	a) Teachers do not communicate clear learning goals. Area for Growth b) Teachers do not define assessment criteria and standards for the students. c) Teachers provide limited feedback of student progress to students, parents and school personnel.	a) Teachers clearly communicate learning goals to students. Proficient c) Teachers define assessment criteria and standards and relate these to students learning activities and goals. d) Teachers provide substantive, specific and timely feedback of student progress to students, parents and other school personnel while maintaining confidentiality.	c) Teachers establish and communicate challenging individual learning goals. Accomplished e) Teachers use a variety of means to communicate student learning and achievement. f) Teachers design and share resources with parents to facilitate their understanding of their child's learning and progress.
4.4 Teachers apply knowledge of how students think and learn to instructional design and involve learners in self-assessment and goal setting to address gaps between performance and potential.	a) Teachers demonstrate little understanding of the cognitive processes associated with learning. Area for Growth b) Teachers fail to model the use of self-assessment and goal setting. c) Teachers demonstrate limited use of research based instructional strategies, if any, opportunity for students to assess and articulate their knowledge and skills they have gained. that are sequenced to help students acquire concepts and skills of the discipline.	a) Teachers understand the cognitive processes associated with learning. Proficient c) Teachers model the use of self-assessment and goal setting to stimulate these processes. d) Teachers provide students with opportunities to assess and articulate the knowledge and skills they have gained. instructional activities that are sequenced to help students acquire concepts and skills of the discipline.	e) Teachers articulate a logical and appropriate rationale for the sequence of learning. Accomplished e) Teachers prepare student self-assessment tools and strategies, regularly monitor their use and encourage the student to reflect on previous learning experiences. f) Teachers organize opportunities for students to articulate how they learn and what learning strategies are most effective for them.
Standard 4: Instruction	Area for Growth	Proficient	Accomplished
4.1 Teachers align the instructional goals and activities with school and district priorities, Ohio's academic content standards, as gifted, students with disabilities and at-risk students.	a) Teachers fail to follow district, if any, use of student data to choose appropriate instructional strategies or if any, learning experiences with clearly defined goals that align with school and district curriculum priorities and state content standards.	a) Teachers follow district curriculum priorities, choose appropriate instructional strategies for groups of learners with clearly defined goals that align with school and district curriculum priorities and state content standards. Proficient b) Teachers use a variety of grouping during instruction to support the standards needs of all students.	c) Teachers differentiate, sequence and pace content and processes to provide continuous, articulated curriculum aligned with school and district priorities and state academic content standards. Accomplished d) Teachers monitor the performance gaps of students within the classroom and develop interventions that close those gaps.
4.2 Teachers use information about students' learning and performance to plan and deliver instruction that will close the achievement gap.	a) Teachers demonstrate little understanding of the scope and about students' learning needs and performance to develop appropriate learning	d) Teachers use pre-assessment data and information to determine the learning needs of individual students and develop	e) Teachers monitor the performance gaps of students within the classroom and develop interventions that close those gaps.
4.6 Teachers create and select activities that are designed to help students develop as independent learners and complex problem-solvers.	a) Teachers do not select appropriate learning activities to support the development of independent abilities. Area for Growth b) Teachers demonstrate limited ability to utilize differentiated instruction based on student learning. Proficient c) Teachers demonstrate little, if any, understanding of how individual experience can influence student learning.	a) Teachers create learning activities that support the development of students' independent abilities. Proficient c) Teachers provide instruction based on student learning. d) Teachers employ effective, differentiated instruction for individuals and groups of students. and prior learning as well as language, culture and family influence student learning and plan instruction accordingly.	e) Teachers make complex, and instructional decisions that respond to the immediate teaching context and student needs. Accomplished f) Teachers encourage students' critical thinking by asking challenging questions about disciplinary content.

	Area for Growth	Proficient	Accomplished
4.7 Teachers use resources effectively, including technology, to enhance student learning.	<p>a) Teachers do not use materials and resources that support their instructional goals.</p> <p>b) Teachers do not effectively use technology.</p> <p>c) Teachers provide limited support of students in their use of technology.</p>	<p>d) Teachers use materials and resources that support their instructional goals and meet students' needs.</p> <p>e) Teachers effectively use technology that is appropriate to their disciplines.</p> <p>f) Teachers effectively support students in their use of technology.</p>	<p>g) Teachers select and use teaching resources and curriculum materials for their comprehensiveness, accuracy and usefulness in representing particular ideas and concepts and for meeting individual student's needs.</p> <p>h) Teachers develop students' abilities to access, evaluate and use technology.</p>

Standard 5: Learning Environment	Area for Growth	Proficient	Accomplished
5.1 Teachers treat all students fairly and establish an environment that is respectful, supportive and caring.	<p>a) Teachers demonstrate limited, if any, caring and respect in their interactions with students.</p> <p>b) Teachers demonstrate limited, if any, expectations for respectful interactions between students.</p> <p>c) Teachers demonstrate few, if any, strategies to promote positive relationships, cooperation and collaboration among students.</p>	<p>d) Teachers demonstrate caring and respect in their interactions with all students.</p> <p>e) Teachers develop and teach expectations for respectful interactions among students.</p> <p>f) Teachers use strategies to promote positive relationships, cooperation and collaboration among students.</p>	<p>g) Teachers create classrooms in which students demonstrate caring and respect for one another.</p> <p>h) Teachers seek out and are receptive to the thoughts and opinions of all students.</p>
5.2 Teachers create an environment that is physically and emotionally safe.	<p>a) Teachers do not clarify standards of conduct for students.</p> <p>b) Teachers use limited strategies for effective classroom management.</p> <p>c) Teachers do not provide a safe learning environment for students.</p>	<p>d) Teachers clarify standards of conduct for all students.</p> <p>e) Teachers use a variety of effective classroom management techniques.</p> <p>f) Teachers provide a safe learning environment that accommodates all students.</p>	<p>g) Teachers consistently, effectively and respectfully anticipate and respond to the behavior of students.</p> <p>h) Teachers make decisions and adjustments that support positive behavior, enhance social behavior and increase student motivation and engagement in productive work.</p>
5.3 Teachers motivate students to work productively and assume responsibility for their own learning.	<p>a) Teachers do not foster student enthusiasm for the discipline.</p> <p>b) Teachers demonstrate limited, if any, methods for student recognition specific to student achievement.</p>	<p>c) Teachers foster student enthusiasm for and curiosity about the discipline.</p> <p>d) Teachers establish methods for recognition of students and relate recognition to specific student achievement, either individually or in groups (Cotton, 1999).</p>	<p>e) Teachers encourage self-directed learning by teaching students to outline tasks and timelines (Cotton, 1999).</p> <p>f) Teachers vary their roles in the instructional process (instructor, facilitator and coach) based on the content, focus of learning and student needs.</p>

	Area for Growth	Proficient	Accomplished
5.4 Teachers create learning situations in which students work independently, collaboratively and/or as a whole class.	<p>a) Teachers demonstrate limited, if any, flexible learning situations.</p> <p>b) Teachers do not develop guidelines for and model cooperative learning.</p> <p>c) Teachers provide limited, if any, opportunity for independent practice with and reflection on new concepts and skills.</p>	<p>d) Teachers use flexible learning situations, such as independent, small group and whole class.</p> <p>e) Teachers develop guidelines for and model cooperative learning.</p> <p>f) Teachers offer students opportunities for independent practice with and reflection on new concepts and skills.</p>	<p>g) Teachers employ cooperative learning activities.</p> <p>h) Teachers effectively combine independent, collaborative and whole-class learning situations to maximize student understanding and learning.</p>
5.5 Teachers maintain an environment that is conducive to learning for all students.	<p>a) Teachers do not begin class purposefully, with assignments, activities and supplies ready for students.</p> <p>b) Teachers demonstrate limited effectiveness transitioning between learning activities and effective use of instructional time.</p> <p>c) Teachers demonstrate limited, if any, ability to effectively use space to facilitate learning.</p>	<p>d) Teachers begin class purposefully, with assignments, activities, materials and supplies ready for students when they arrive (Cotton, 1999).</p> <p>e) Teachers transition between learning activities and use instructional time effectively.</p> <p>f) Teachers convert physical space to facilitate instruction.</p>	<p>g) Teachers conduct periodic reviews of classroom routines and revise them as needed (Cotton, 1999).</p>

Standard 6: Collaboration and Communication	Area for Growth	Proficient	Accomplished
6.1 Teachers communicate clearly and effectively.	<p>a) Teachers demonstrate little, if any, effective communication skills.</p>	<p>b) Teachers exemplify clear and effective communication by using clear and correct spoken and written language.</p>	<p>c) Teachers use effective communication strategies to convey ideas (such as using vocabulary appropriate to students' age and interests), ask questions and stimulate discussion.</p>
6.2 Teachers share responsibility with parents and caregivers to support student learning, emotional and physical development and mental health.	<p>a) Teachers utilize limited strategies to communicate with parents and caregivers about student learning.</p> <p>b) Teachers do not maintain confidentiality in all communications.</p> <p>c) Teachers demonstrate limited acceptance of communication from parents, and do not reply in a timely manner.</p>	<p>d) Teachers use a variety of strategies to communicate with parents and caregivers about student learning.</p> <p>e) Teachers maintain appropriate confidentiality in all communications with parents and caregivers.</p> <p>f) Teachers welcome communication from parents and reply in a timely manner.</p>	<p>g) Teachers form partnerships with parents and caregivers to support student learning and development.</p> <p>h) Teachers offer a variety of volunteer opportunities and activities for families to support students' learning.</p> <p>i) Teachers communicate appropriate techniques and provide materials to support and enrich student learning at home.</p>

	Area for Growth	Proficient	Accomplished
6.3 Teachers collaborate effectively with other teachers, administrators and school and district staff.	<p>a) Teachers do not develop productive relationships with members of the school community.</p> <p>b) Teachers do not consult with colleagues in planning and implementing their instruction.</p>	<p>c) Teachers establish productive relationships with members of the school community and consult with and learn from others.</p> <p>d) Teachers consult with and learn from colleagues in planning and implementing their own instruction.</p>	<p>e) Teachers learn from one another by engaging in professional dialogue, peer observation and feedback, peer coaching and other collegial learning activities.</p> <p>f) Teachers use effective collaboration skills in their work with others within the school community.</p>

Standard 7: Professional Responsibility and Growth	Area for Growth	Proficient	Accomplished
7.1 Teachers understand, uphold and follow professional ethics, policies and legal codes of professional conduct.	<p>a) Teachers do not meet their ethical and professional responsibilities with integrity, honesty, fairness and dignity.</p> <p>b) Teachers do not separate their personal beliefs from their professional interactions with students and families.</p> <p>c) Teachers do not follow district policies and state and federal regulations.</p>	<p>d) Teachers meet their ethical and professional responsibilities with integrity, honesty, fairness and dignity.</p> <p>e) Teachers separate their personal beliefs from their professional interactions with students and families.</p> <p>f) Teachers understand and follow district policies and state and federal regulations.</p>	<p>g) Teachers help their colleagues access and interpret laws and policies and understand their implications in the classroom.</p>
7.2 Teachers take responsibility for engaging in continuous, purposeful professional development.	<p>a) Teachers demonstrate limited participation in relevant professional development activities.</p> <p>b) Teachers demonstrate limited knowledge of Ohio standards for Professional Development.</p> <p>c) Teachers demonstrate limited collaboration to determine and design professional development opportunities for themselves.</p>	<p>d) Teachers participate in relevant professional development activities and incorporate what they learn into their instruction.</p> <p>e) Teachers know and use Ohio Standards for Professional Development.</p> <p>f) Teachers work collaboratively to determine and design appropriate professional development opportunities for themselves.</p>	<p>g) Teachers use professional literature, professional dialogue, collaboration with colleagues and other resources to support their development as teachers and leaders.</p> <p>h) Teachers analyze their content knowledge and instructional strengths and weaknesses and present and implement targeted ideas for professional growth.</p>
7.3 Teachers are agents of change who seek opportunities to positively impact teaching quality, school improvements and student achievement.	<p>a) Teachers demonstrate limited willingness to seek opportunities to change in order to positively impact student learning.</p>	<p>b) Teachers participate in team or departmental decision making.</p>	<p>c) Teachers are actively involved in professional and community organizations that advance teaching and learning.</p>

Capital Standards	Area for Growth	Proficient	Accomplished
Teachers display initiative.	Teachers fail to display initiative.	Teachers generally display initiative.	Teachers consistently display initiative.
Teachers are reliable, prompt and meet obligations.	Teachers fail to be reliable, prompt, and meet obligations.	Teachers are usually reliable, prompt, and meet obligations.	Teachers are consistently reliable, prompt, and meet obligations.
Teachers use correct grammar in speaking and writing.	Teachers fail to use correct grammar in speaking and writing.	Teachers generally use correct grammar in speaking and writing.	Teachers consistently use correct grammar in speaking and writing.
Teachers respond positively to suggestions and constructive criticism.	Teachers fail to respond positively to suggestions and constructive criticism.	Teachers generally respond positively to suggestions and constructive criticism.	Teachers consistently respond positively to suggestions and constructive criticism.



## Student Teacher Visitation Form

Student Teacher:

University Supervisor:

Grade Level/Subject Area:

Date:

**What's Working**

**Current Focus—Challenges—Concerns**

**Student Teacher's Next Steps**

### Ohio Standards for the Teaching Profession (OSTP)

1. Teachers understand student learning and development and respect the diversity of the students they teach.
2. Teachers know and understand the content area for which they have instructional responsibility.
3. Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.
4. Teachers plan and deliver effective instruction that advances the learning of each individual student.
5. Teachers create learning environments that promote high levels of learning and achievement for all students.
6. Teachers collaborate and communicate with students, parents, other educators, administrators and the community to support student learning.
7. Teachers assume responsibility for professional growth, performance and involvement as an individual and as a member of a learning community.

Copies to: Student Teacher, Field Director

### ➤ Lesson Plan Template

There are many available forms of lesson plans. The following template is offered to include the categories of information for student teachers to use in designing their lessons. If the school or district employs a different template, the student teacher should adjust accordingly.

Student Teacher ----- Cooperating Teacher \_\_\_\_\_ Date \_\_\_\_\_

School \_\_\_\_\_ Subject/Grade \_\_\_\_\_ Time \_\_\_\_\_ Number of Students \_\_\_\_\_

1. What are your GOALS for student learning for this period? (At the end of the lesson, students will be able to...)
2. Which ACADEMIC CONTENT STANDARDS do these goals address?
3. How does the CONTENT of the lesson build on what has been learned PREVIOUSLY?
4. How does the CONTENT of the lesson relate to what students will be learning in the FUTURE?
5. What teaching METHODS have you selected to help you achieve the learning goals you set for your students? (METHODS are what *you* do.)
6. What learning ACTIVITIES have you planned for this period? (ACTIVITIES are what *students* do.)
 

Activity	Allocated Time
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7. How does this lesson address the needs of DIVERSE students in the classroom?
8. How will you DIFFERENTIATE this lesson for students with minimal skills? For students identified as gifted?
9. What instructional MATERIALS/TECHNOLOGY, will you use to help your students achieve the goals?
10. How will you ASSESS whether the students have learned what you intended them to learn?